DOCUMENT RESUME

ED 413 465 CE 075 068

TITLE	Vocational Assessment.
INSTITUTION	Academy for Educational Development, Washington, DC. National Transition Alliance for Youth with Disabilities.
SPONS AGENCY	Department of Education, Washington, DC.; Department of Labor, Washington, DC.
PUB DATE	1997-09-00
NOTE	13p.; Photographs may not reproduce well.
CONTRACT	H158M50001
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Alliance: The Newsletter of the National Transition Alliance; v2 n2 Sep 1997
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Accountability; *Career Development; Career Guidance; *Counselor Role; *Disabilities; *Education Work Relationship; Educational Cooperation; Educational Legislation; Educational Planning; Federal Legislation; Postsecondary Education; Program Development; Regular and Special Education Relationship; Secondary Education; Special Education; *Teacher Role; Vocational Education; Vocational Education Teachers; *Vocational Evaluation
IDENTIFIERS	*School to Work Opportunities Act 1994

ABSTRACT

This issue discusses the many facets of vocational assessment in the development of transition plans and services. "Vocational Assessment: The Kick-Off Point for Successful Transitions" (Pamela J. Leconte, Debra A. Neubert) presents an overview of why assessment is important and how it connects school to work. "Professionals in Vocational Assessment" describes the roles of different professionals in a school setting who would likely be responsible for vocational assessment activities---special education teacher, guidance counselors, vocational educators, and vocational evaluators/vocational assessment specialists. "When All Means All: How to Include Youth with Disabilities in Accountability Systems" covers assessment in the broader sense, explaining why incorporating assessment results for all students in school to work efforts is important. This issue also includes a listing of six organizations that may be contacted for further information and support. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

NATIONAL TRANSITION ALLIANCE
FOR YOUTH WITH DISABILITIES

ALLIANCE

The Newsletter of the National Transition Alliance

A Quarterly Newsletter • Volume 2, Number 2 • September 1997

TABLE OF CONTENTS

Vocational Assessment: The Kick-Off Point for Successful Transitions — Cover

Professionals in Vocational Assessment — Page 5

Annual Project Directors Meeting — Page 6

Organizations — Page 8

When All Means All: Including Youth in Accountability Systems — Page 9

Conferences — Page 11

ED 413 465

CE 075 068

Alliance

Upon request, this publication will be made available in alternative formats.

This publication is copyright free. We encourage you to reproduce and share it or any part of it and in doing so, we ask that you credit the National Transition Alliance for Youth with Disabilities (NTA).

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Vocational Assessment

This issue of the Alliance discusses the many facets of assessment in the development of transition plans and services. Often, effective transition plans and services depend upon reliable and useful assessment data. However, as states seek to include youth with disabilities in school to work programs, assessment is a topic of frequent requests for assistance and information.

The first article presents an overview of why assessment is important, and how it connects to school to work. The second article describes the roles of different professionals in a school setting who would likely be responsible for vocational assessment activities. Finally, the last article covers assessment in the broader sense, explaining why incorporating assessment results for all students in school to work efforts is important. This issue also includes a listing of organizations that you may contact to obtain further information and support.

Vocational Assessment: The Kick-Off Point for Successful Transitions

Pamela J. Leconte, Ed.D. and Debra A. Neubert, Ph.D.

Experience has taught us that planning usually falls apart when it is not based on accurate, current and relevant information. This holds true for school to work transition planning as well. Transition plans based upon accurate, current, and relevant assessment information are more likely to be implemented successfully than those which are not based on such data. However, many practitioners are unsure of how to make necessary connections between assessment and planning. As a result, many students have difficulty achieving goals and making a successful transition from school to postsecondary education or work.

Vocational assessment is important for all youth transitioning from school to work, but is particularly important for youth with disabilities. Almost 37% of students with disabilities drop out of urban secondary schools: a rate nearly twice that of non-disabled students. In 1994, only 16% of students with disabilities completed college. Youth are not faring well in the world of work either. Employers report a general disenchantment with youth who cannot handle the realities of work demands— many have records of quitting or being fired from jobs. As employers and labor experts have told us, the workers of today and tomorrow are woefully unprepared to meet the demands of the workplace.

Vocational assessment offers a solution that can enable youth, especially youth with

BEST COPY AVAILABLE

MEMBERS

National Transition Alliance Mission

The mission of the National Transition Alliance for Youth with Disabilities is to ensure that youth with disabilities, including those with severe disabilities, acquire skills and knowledge, gain experience, and receive services and supports necessary to achieve successful postschool outcomes, including postsecondary education, gainful employment, independent living, community living, social integration, and lifelong learning. The National Transition Alliance seeks the formation of one education system that benefits from the lessons learned from special education, regular education, and vocational education.

Welcome to the fifth issue of the Alliance newsletter, published by the Academy for Educational Development. We encourage you to copy and share it. In doing so, we ask that you recognize the National Transition Alliance for Youth with Disabilities (NTA) in your publication. As always, we welcome your suggestions for future topics of discussion in Alliance issues. Please contact the Editor at the address listed on the last page of this newsletter or e-mail us at **nta@aed.org**.

Complete descriptions of each of our partners can be found on our web site listed below or in our first Alliance issue, Volume 1, Number 1. Included below is an abbreviated version of this list. Please take a moment to visit the NTA web site for current information about our ongoing activities. Additional copies of articles from our first four issues are also found on our web site: just click on Publications from our home page!

NTA Web Site Address: www.dssc.org/nta

Transition Research Institute www.ed.uiuc.edu/coe/sped/tri/institute.html
University of Illinois
(217) 333-2325 (voice/TTY)
(217) 244-0851 *fax*

National Transition Network www.ici.coled.umn.edu/ntn
Institute on Community Integration
University of Minnesota
(612) 626-7220
(612) 624-9344 *fax*

The Academy for Educational Development www.aed.org
Washington, DC
(202) 884-8183
(202) 884-8443 *fax*

The Council of Chief State School Officers www.ccsso.org
Washington, DC
(202) 408-5505
(202) 408-8072 *fax*

National Association of State Directors of Special Education
Alexandria, VA
(703) 519-3800
(703) 519-3808 *fax*

National Alliance of Business www.nab.com
Washington, DC
(202) 289-2972
(202) 289-1303 *fax*

BEST COPY AVAILABLE

disabilities, to overcome barriers to successful transition to employment and independent living. The goals of vocational assessment are to give youth the opportunity to discover their career, transition, vocational, and educational strengths. Once interest and ability are uncovered, needs and preferences can be identified and goals can be set. Getting an early start on assessment in secondary school is a surefire strategy for making transition planning and career development successful down the road.

What is Vocational Assessment?

People describe vocational assessment in a variety of ways. However, the Vocational Evaluation and Work Adjustment Association (VEWAA), the primary association for vocational assessment professionals, defines it as:

> ". . . a comprehensive process conducted over a period of time, usually involving a multidisciplinary team. . . with the purpose of identifying individual characteristics, education, training, and placement needs, serving as the basis for planning an individual's education (and/or employment) program and which provides the individual with insight into vocational potential."

VEWAA and other professional groups agree that assessment services have three different levels, depending on the interests and needs of the individual. The first level provides services like simple interest screenings that are useful to all individuals. The second level of assessment involves more in-depth analysis of the individual and his or her environments to identify goals and strategies for vocational training, career planning, or employment. The final level is reserved for those who require more intensive, one-on-one, experience-based assistance, called "vocational evaluation". Vocational evaluation uses an interactive, work-based setting to determine an individual's interests and abilities. This level of assessment is often used for individuals who have the most serious barriers to employment.

Vocational Assessment and School to Work

Two of the most important laws that affect youth with disabilities in school to work systems are the Individuals with Disabilities Education Act (IDEA) and the School-to-Work Opportunities Act (STWOA). Both of these laws identify vocational assessment activities as integral to the successful transition of youth.

IDEA defines transition services as: "a coordinated set of activities for a student. . . which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation."

The law goes on to state that these activities shall ". . . be based upon the individual student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation" [1997, P.L. 105-17 602 (30)].

Vocational evaluation uses an interactive, work-based setting to determine an individual's interests and abilities. This level of assessment is often used for individuals who have the most serious barriers to

The STWOA echoes the assessment references in IDEA. From its purpose statement, the Act was designed to ". . . expose students to a broad array of career opportunities and facilitate the selection of career majors, based on individual interests, goals, strengths, and abilities," and to "increase opportunities for minorities, women, and individuals with disabilities, by enabling individuals to prepare for careers that are not traditional for their race, gender or disability." To achieve these purposes, the STWOA includes a career guidance component to assist students in making informed choices and setting goals that are realistic [108 Stat. 571-2 (1994)].

Thus, policymakers are sending the message that transition planning and career development for any student must be based upon self-discovered interests, abilities, preferences, strengths and goals. To be individually relevant, planning must be based upon personal preferences and goals; to achieve success these goals need to founded upon present levels of

BEST COPY AVAILABLE

knowledge and functioning. All of this can be achieved through vocational assessment.

The STWOA reinforced this method of planning in its three basic components of school to work systems: school-based learning, work-based learning, and connecting activities. School-based learning advocates career awareness, exploration and counseling to identify interests, goals, or career majors, including options that may not be traditional for an individual's gender, race, or ethnicity. In addition, school-based learning incorporates regular evaluations to ensure that students receive the training or academic support necessary to achieve their goals.

Discussions with educators at state and local levels frequently uncover assumptions that vocational assessment is an expensive, labor-intensive proposition designed just for students who are labeled as special populations.

The work-based learning component encourages activities like work experience, job shadowing, and on-the-job training, which provide a variety of assessment and learning options. These options vary from school to school, but can include mentoring, apprenticeships, cooperative education, and student-based enterprises. Finally, connecting activities bridge school-based learning and work-based learning by matching youth with employment opportunities that correspond to their interests, linking youth to other community services that may be necessary for successful transition, and merging youth development strategies with the skill development and ongoing worker training used by business and industry [108 Stat. 572, 576-8].

The components of successful school to work systems can be directly aligned with the conceptual framework for effective vocational assessment:

- thorough assessment of the individual student's interests, abilities, learning styles, goals, skills, work behaviors;
- specific analysis of the available educational training, vocational training, postsecondary programs, and work environments; and
- "making the match" between the student's personal attributes and the available options for education, training, and career participation.

This emphasis on matching and linking shared by school to work and vocational assessment reinforces the belief that one has to learn those attributes of the student needs, preferences, strengths, learning styles which most closely correspond with the requirements and aspects of specific work environments. These matches can be made first in school-based learning activities, and eventually via work-based learning experiences and connecting activities. As an individual participates in both assessment and educational processes within the school to work components, his or her self-discovery will become more aligned with actual work requirements.

Funding Assessment within School to Work Programs

Funding is one of the largest issues facing those responsible for implementing the STWOA. Often practitioners are apprehensive about using federal dollars for certain activities, such as assessment. Though policymakers may not have had assessment specifically in mind when they crafted STWOA, they devised some mechanisms for providing funding for such activities.

Rather than further fragment school system efforts to provide quality programs, policymakers attempted to promote more cohesive programming by encouraging the use of funds from different existing laws to supplement effective programming practices. The Act specifies that state school to work systems should integrate local school to work programs, coordinating activities with funds from related federal programs like IDEA, the Carl D. Perkins Vocational and Applied Technology Education Act, Goals 2000: Educate America Act, the Job Training Partnership Act, and others [108 Stat. 584-5].

While some of these laws have been reauthorized and changed, none of them prohibit the goals of the STWOA. In fact, they encourage a more cohesive policy and the cooperative applications of monies to meet the goals of all these laws: to produce employable citizens who contribute to the national economy, improve our nation's competitiveness in the global economy, and promote self-sufficiency.

Conclusion

Discussions with educators at state and local levels frequently uncover assumptions that vocational assessment is an expensive, labor-intensive proposi-

BEST COPY AVAILABLE

Professional Assessment

Adapted and reprinted with permission from the *Transition Resource Guide "Vocational Assessment: A Guide for Parents and Professionals"* (1990). Published by the National Information Center for Children and Youth with Disabilities.

Effective transition programs and services depend on the collaboration of a number of professionals. Depending on the specific school system, a number of professionals may participate in the assessment process at some level. These can include special education teachers, guidance counselors, vocational educators, vocational evaluators (also called Vocational Assessment Specialists), rehabilitation professionals, vocational support service personnel, school psychologists, social workers; and employers. The roles of some of these professionals are discussed below.

The Role of the Special Education Teacher. As happens in other areas of planning for students with disabilities, vocational assessment activities and other forms of career guidance frequently become the responsibility of the special education teacher. Special educators may gather information about the student from observing his or her performance in such areas as academic strengths, employability skills, interpersonal skills, and degree of career awareness. They frequently work closely with other teachers, the student, and the student's family in identifying an individual's needs and areas of interest and, in collaboration with the family, help to develop IEP goals for the student. The insights and recommendations of the special education teacher can be invaluable to the vocational assessment process of a student, particularly when supplemented by formal testing.

The Role of Guidance Counselors. Vocational assessment, in some schools, is an integral part of guidance counselors' work with students. This can include interviewing youth about their career goals and vocational plans and perhaps administering one or two paper and pencil or computer-based "tests" to identify interests and/or aptitudes, work values, or temperaments, or by helping youth use state occupational information databases.

Often, guidance counselors serve in a position that enables them to act as case managers for coordinating the collection of assessment information from teachers, parents, and others. There are occasions when other professionals may administer assessment activities, but counselors may interpret the results for the student, parents, and teachers. To interpret results most effectively, counselors must have three bases of concrete information. The counselor should know the student, should have a working knowledge of the assessment instruments and/or processes used, and should have current information about the requirements of in-school and outside vocational education programs.

The Role of Vocational Educators. Vocational educators, such as auto repair or data entry teachers, have expertise in vocational training and work requirements. They can assist in the vocational assessment process by providing career information, helping others design realistic assessment activities, and working with vocational evaluators to assess students in the vocational classroom or work site.

The Role of Vocational Evaluators/Vocational Assessment Specialists. These professionals are often responsible for conducting vocational assessments of a student. Additionally, they may serve as consultants who provide vocational assessment information to others, or they may coordinate the assessment activities of others. Vocational evaluators are professionals who work within secondary or vocational school settings, community-based programs, in industry, adult rehabilitative services, adult job training services, community colleges or other postsecondary educational settings. Trained, certified vocational evaluators are most qualified to oversee and administer vocational appraisal services and activities, because they have been required to meet national standards of certification (Commission on Certification of Work Adjustment and Vocational Evaluation Specialists, 1987).

As happens in other areas of planning for students with disabilities, vocational assessment activities and other forms of career guidance frequently become the responsibility of the special education teacher.

In summary, collaboration among all educators and outside agency personnel is essential for gathering accurate assessment information that can be used by not only these personnel, but also by trainers, employers, parents, and students.

BEST COPY AVAILABLE

Annual Project Directors Meeting

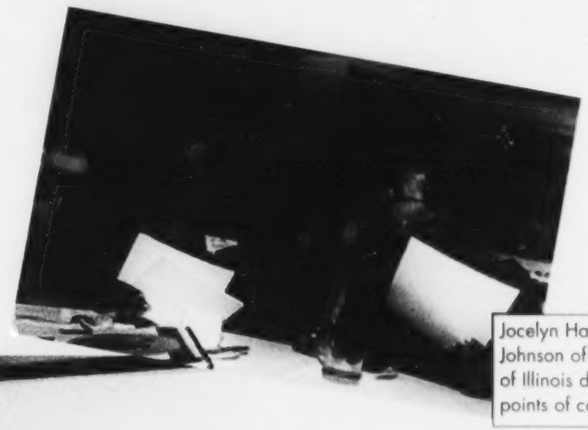
"Collaborating for the Future"

Renaissance Washington, DC Hotel

June 2-4, 1997

This year, the National Transition Alliance and National Transition Network combined their annual Project Directors Meetings. The joint meeting explored how Systems Change and Model Demonstration projects can collaborate in a time when education and transition services are changing.

Barbara Guy (c) of the National Transition Network and Selete Avoke (r) of the Iowa Department of Education confer with a participant.



Jocelyn Harney and Edna Johnson of the University of Illinois discuss the finer points of collaboration.

The Federal Panel (l-r): Tom Hehir, OSEP, U.S. Department of Education; JD Hoye, National School-to-Work Office; and Howard Moses, OSERS, U.S. Department of Education.

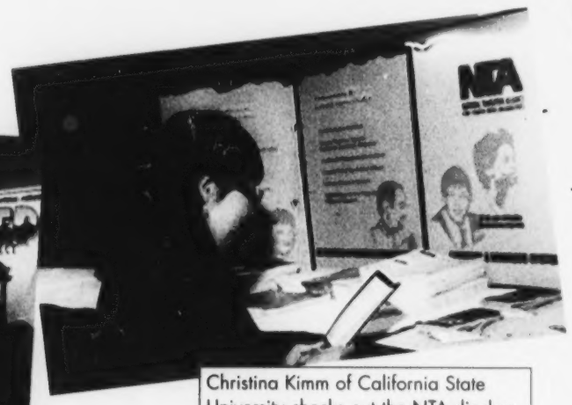
Richard Horne of the National Transition Alliance makes a point with the help of Kelly Corbey.

Laurie Powers (r) of the Oregon Health Sciences University shares her research findings while OSEP's Michael Ward listens.

Transcripts of the meeting are available on the NTA web site:

www.dssc.org/nta

A staff member from the STEP Project of Louisville, Kentucky explains his project.



Christina Kimm of California State University checks out the NTA display.

A staff member of the Hawaii Interagency Transition Project at the NTA Reception and Poster Session.

BEST COPY AVAILABLE

All photographs by Laurie Black. © *Laurie Black Photo*

BEST COPY AVAILABLE

Selected Organizations

ERIC Clearinghouse on Adult, Career and Vocational Education(ERIC ACVE)
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
(800) 848-4815 or (614) 292-4353
(614) 292-1260 *fax*
http://coe.ohio-state.edu/cete/ericacve/index.htm

ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC)
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(800) 328-0272 or (703) 487-9432
(703) 264-9449 *TTY* (703) 264-9494 *fax*
http://www.cec.sped.org/er-menu.htm

American Vocational Association (AVA)
1410 King Street
Alexandria, VA 22314
(800) 826-9972
(703) 683-3111 (local)
http://www.avaonline.org

Virginia Commonwealth University Rehabilitation Research and Training Center on Supported Employment (RRTC)
1314 West Main Street
Richmond, VA 23284-2011
http://www.vcu.edu/rrtcweb/

Division of Career Development and Transition (DCDT)
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
(703) 620-3660
http://www.kumc.edu/dcdt

Commission on Certification of Work Adjustment and Vocational Evaluation Specialists (CCWAVES)
808 17th Street NW, Suite 200
Washington, DC 20006-3910
(202) 466-7444
(202) 223-9569
76101.3626@compuserve.com
http://impactonline.org/vewaa/ccwaves.html

tion designed just for students who are labeled as special populations— those with disabilities, those we place "at risk," adjudicated youth, those from other linguistic or cultural backgrounds. These are misconceptions. Vocational assessment is a time-saving intervention that prevents students from making poor career choices, helps them find satisfying, choice-based educational and vocational programming, and correlates their abilities with their interests and preferences. It is an investment for the future.

References

Dowd, L.R. (1993). Glossary of terminology for vocational assessment, evaluation, and work adjustment. Menomonie, WI: Materials Development Center, University of Wisconsin-Stout.

Gray, K. (1996). The baccalaureate game: Is it right for all teens? Phi Delta Kappan, 77(8), 528-534.

Leconte, P.J. (1994). A perspective on vocational appraisal: Beliefs, practices, and paradigms. Unpublished dissertation. Washington, DC: The George Washington University.

Sitlington, P.L., Neubert, D.A., Begun, W., Lombard, R.C., & Leconte, P.J. (1996). Assess for success: Handbook on transition assessment. Reston, VA: Council for Exceptional Children.

The Secretary's Commission on Necessary Skills (SCANS). (1991). What work requires of schools: A SCANS report. Washington, DC: Department of Labor.

U.S. Department of Education. (1996). To assure the free appropriate public education of all children with disabilities. Eighteenth Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act. Washington, DC: Author.

BEST COPY AVAILABLE

When All Means All:
How to Include Youth with Disabilities in Accountability Systems

Adapted and reprinted with permission from *School-to-Work Perspectives "When All Means All: How to Include Youth with Disabilities in Accountability Systems"* (1997). Published for the National Transition Alliance by the National Transition Network.

Basic skills, thinking skills, personal qualities, job skills, higher standards— these are the words of school-to-work efforts across the nation. States are forging ahead to develop systems where students, regardless of whether they are college bound or heading directly toward employment, are attaining work-related skills before they exit high school. Challenging and relevant academics, as well as meaningful work-based learning experiences in communities, are the glue of school-to-work efforts. Incumbent on schools and school-to-work efforts is the definition of a system of standards toward which students are to progress, and an accountability system for ensuring that progress is being made toward those standards.

One of the shining aspects of school-to-work efforts is that they are for all students. The effort is not targeted toward one group of students, but is specifically designed to include all students, including students with disabilities. Like other recent legislation (Goals 2000, Improving America's Schools Act), the School-to-Work Opportunities Act specifically notes that students with disabilities (and other traditionally isolated segments of the student population) must be included. This, in turn, means that students with disabilities must be included in the standards and the accountability system that are integral to school-to-work efforts.

But the question remains: How? The unique learning styles and diverse needs of students with disabilities pose challenges for school-to-work efforts. Consideration must be given to how standards, either academic or vocational, can be made applicable to students with special educational needs. Likewise, assessment designed to measure student progress toward these standards must take into account a wide diversity of student abilities. We offer strategies that will help you to view standards from the perspective of all students, build an aligned assessment system that includes all students, create or revise policies on student participation in assessment, provide testing accommodations for students needing them, and report the results to public or legislative audiences.

Strategies

Keep Standards Broad

Academic content or skills standards should be composed to encompass diverse student abilities and performance. For example, a standard such as "uses work time efficiently" can be readily applied to virtually all students, including those with very severe disabilities. On the other hand, setting an expectation that all students will "work at a pace equal to or greater than industry standards" may automatically exclude many students from ever reaching the standard. Standards will better serve your efforts when they can be adapted to allow for individualized goals to be established for students of differing abilities.

> The use of accommodations is not intended to give unfair advantage to any student, but instead is meant to "level the playing field" for those students whose disabilities may interfere with their ability to demonstrate their true knowledge or skill level.

Think Big When Designing Assessments

Students with disabilities are commonly excluded from assessment programs. Many parents and teachers believe that such students have been tested enough through eligibility evaluations and periodic reviews. Others fear the results from these students will "drag down" their school or district performance scores. And many times, testing officials hesitate to adapt the test or testing conditions, in fear of altering the standard conditions under which the test is to be given. Consider students with disabilities in the early stages of test development. Make sure the items or tasks you are constructing include those in which students with disabilities could readily participate, and that you test on populations that include students with disabilities.

Make Sure Policies Get the Point Across

Policies governing which students participate in assessment programs vary greatly among states and

BEST COPY AVAILABLE

school districts. For students with disabilities, these decisions commonly become the responsibility of the parents and professionals who make up the team overseeing the child's Individualized Education Plan (IEP). These teams base their decisions on guidelines spelled out in school district or state policies.

Review your current assessment policies to make sure that students with disabilities are not being excluded from assessment opportunities solely on the basis of their disability category or their educational setting. If participation is based on exposure to the curriculum or training covered by the test, encourage IEP teams to consider why the student hasn't been afforded the learning opportunities of other students, and how, if the student is in a different curriculum, will our school or school district remain accountable for his or her progress?

Use Accommodations to Level the Playing Field

Measuring the progress of some of your students will be enhanced through the use of testing accommodations— those additional strategies or technologies that are provided to students to compensate for the effect of their disabilities in assessment situations.

Accommodations can be categorized as belonging to one of four types: (1) presentation (e.g., tape recorded test directions); (2) response (e.g., marking answers directly in test booklet); (3) timing or scheduling (e.g., administering the test over several sessions rather than one lengthy session); or (4) setting (e.g., administering the test to a small group or an individual). Their use is not intended to give unfair advantage to any student, but instead is meant to "level the playing field" for those students whose disabilities may interfere with their ability to demonstrate their true knowledge or skill level. Typically, accommodations chosen for a student should be those already provided in his or her instructional setting.

Take Roll Call Before Reporting Results

How will you know if your school-to-work efforts are working? The answer depends on your ability to collect valid and reliable information on all students' knowledge and skill development.

Approaches to analyzing and reporting assessment results often exclude many students with disabilities. Students with disabilities may be exempted from the testing situation altogether. In other cases, students with disabilities are permitted to participate, but their scores are not aggregated with those of students in general education. When interpreting or reporting the results of any assessment used in your school-to-work efforts, inquire as to how many students were excluded from participation, and the reasons for these exemptions. Be sure that any report comparing programs, schools, or districts includes information on the numbers of students not included. Ask for performance data to be disaggregated as well, to compare and understand differences between the progress of students with disabilities and their peers without disabilities.

WEB RESOURCES

National Center for Research in Vocational Education

NCRVE

http://vocserve.berkeley.edu/

NCRVE is the nation's largest center for research and development in work-related education. Its mission is to strengthen education to prepare all individuals for lasting and rewarding employment, and lifelong learning. NCRVE also hosts VOCNET—an electronic discussion list for everyone interested in vocational education issues.

Vocational Evaluation and Work Adjustment Association (VEWAA)

The Vocational Evaluation and Work Adjustment Association (VEWAA) is a non-profit professional association whose members work with people to match them with training, careers, and employment. Members provide services to individuals with disabilities and non-disabled people who need assistance with vocational development and/or career decision-making.

http://impactonline.org/vewaa/

BEST COPY AVAILABLE

Selected Conferences

Division of Career Development and Transition (DCDT)

9th International Conference: "Creating Amazing Transitions"

October 16-18, 1997

Division Double Tree Paradise Valley Resort

Scottsdale, Arizona

For more information, contact Ann Marie Cook at (703) 691-7826 or at ACookVTVSN@aol.com.

Watch for the NTA Strand at DCDT!

A Policy and Practice Forum on School-to-Work Opportunities for Youth With Disabilities: A Collaborative Vision for the Future

Through the Looking Glass

International Conference on Parents with Disabilities and Their Families

October 23-26, 1997

San Francisco Bay Area, California

Call (800) 644-2666 x123 (U.S.) or (510) 848-1112 x123 (Int'l) or contact TLG via e-mail at TLGInfo@lookingglass.org.

Northwest Regional Educational Laboratory (NWREL)

"Work Now and in the Future 14" Conference

November 3-4, 1997

(Preconferences November 2)

Portland Convention Center

Portland, Oregon

For more information, contact Theresa Lusty at (503) 275-9550.

Safe Schools Coalition, Inc.

Third Joint National Conference on Transition from School to Careers

November 20-22, 1997

Holiday Inn International Drive Resort

Orlando, Florida

Call (800) 537-4903 for more information. Early registration is recommended!

TASH (The Association for Persons with Severe Handicaps)

1997 Annual Convention: "We the People, ALL the People"

December 10-13, 1997

Sheraton Boston

Boston, Massachusetts

Call (800) 482-TASH for more information.

American Vocational Association (AVA)

Annual Trade Show

December 11-13, 1997

Las Vegas Convention Center

Las Vegas, Nevada

Call (800) 826-9972 for more information.

Center on Education and Work (CEW)

National Careers Conference 1998 "Careers: From Education to Application"

February 2-4, 1998

Madison, Wisconsin

Call (800) *446-0399 or contact CEW via e-mail at cewmail@soemadison.wisc.edu. Early registration deadline is December 15, 1997!*

Mediation Training and Information Center for the ADA

Regional training seminars on mediating ADA disputes in employment, campus ADA/504 disputes, mediating special education disputes and more. One day and multi-day trainings.

For more information, call (800) 346-7643 or visit the web site: http://igc.apc.org/medADA/

U.S. Department of Education

1997 Regional Conferences on Improving America's Schools

"A Call to Action: Working Together for Equity and Excellence"

San Diego, California
October 16-18, 1997

Dallas, Texas
November 16-18, 1997

Washington, DC
December 14-16, 1997

(800) 203-5494

Register now!

BEST COPY AVAILABLE

ALLIANCE

The Alliance is a product of the National Transition Alliance for Youth with Disabilities (NTA), Cooperative Agreement Number H158M50001. The NTA is jointly funded by the United States Departments of Education and Labor, including the Office of Special Education and Rehabilitative Services, and the National School-to-Work Office.

Produced for the NTA by the Academy for Educational Development.
Richard L. Horne, Co-Project Director
Jean Kohanek, Editor

Contributors

Special thanks to the following contributors:

Pamela J. Leconte, Ed.D., George Washington University

Debra A. Neubert, Ph.D., University of Maryland

Lisa Küpper, Editor
National Information Center for Children and Youth with Disabilities

Ron Erikson and Martha Thurlow, National Center for Educational Outcomes
University of Minnesota

Teri Wallace, National Transition Alliance
University of Minnesota

Laurie Black, Laurie Black Photo

Collaborators of the National Transition Alliance are equal opportunity employers and educators.

The Alliance welcomes article submissions for future quarterly publications. Deadline for the December issue is November 1, 1997. Please send information, comments, questions or requests to:

Jean Kohanek, Editor
National Transition Alliance
1875 Connecticut Avenue NW, #900
Washington, DC 20009-1202

(202) 884-8182
(202) 884-8443 *fax*
nta@aed.org

Contents of this document do not necessarily reflect the views or policies of the Departments of Education or Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

National Transition Alliance
For Youth With Disabilities
Academy for Educational Development
1875 Connecticut Avenue NW, Suite 900
Washington, DC 20009-1202

Non-Profit Organization
U.S. Postage
Paid
Washington, DC
Number 8464

BEST COPY AVAILABLE